

Summarised inspection findings

Langloan Primary School

North Lanarkshire Council

20 January 2026

Key contextual information

Langloan Primary School and Nursery Class is situated in Coatbridge, North Lanarkshire Council.

The headteacher has been in post for just over three years and is also the headteacher of Langloan Nursery Class which is located in the main school building. She is supported by two principal teachers who are each class committed for two and a half days per week. Including the principal teachers, there is the full-time equivalent of 11.22 teachers and three learning assistants.

The school roll is 201 children, working across nine classes of which seven are composite. Approximately forty-one percent of children live in Scottish Index of Multiple Deprivation data zones 1 and 2. Thirty-nine percent of children have recorded additional support needs and nine percent of children have English as an additional language.

1.3 Leadership of change	good
This indicator focuses on collaborative leadership at all levels to develop a shared vision for change and improvement which is meaningful and relevant to the context of the school within its community. Planning for continuous improvement should be evidence-based and linked to effective self-evaluation. Senior leaders should ensure the need for change is well understood and that the pace of change is appropriate to ensure the desired positive impact for learners. The themes are: ■ developing a shared vision, values and aims relevant to the school and its community ■ strategic planning for continuous improvement ■ implementing improvement and change	

- There is a highly positive ethos across the school based firmly on the school's vision and children's rights. All staff know children as individuals and as learners very well and are firmly committed to getting it right for every child. The headteacher, assisted well by the principal teachers, provides supportive leadership to the school community. She has the trust and respect of parents, children and staff and there is a strong connection between the school and the community. All staff, parents and children promote effectively the school vision of 'Langloan Loves, Listens and Learns'.
- Senior leaders and all staff use the school values and children's rights well to create a welcoming and highly inclusive learning environment. Children demonstrate the school values successfully and know how these shape their learning and relationships. Staff work very effectively as a strong team with shared educational values. They collaborate actively with each other to improve outcomes for children in their learning and wellbeing.
- The headteacher has created effective conditions for continuous leadership of change. She distributes leadership successfully to staff who all feel supported to undertake their role. Senior leaders have clear areas of responsibility, taking effective account of their respective strengths and experience. They encourage and empower successfully all staff to lead on and initiate change. Almost all staff lead on or participate in working parties to drive forward change. This is an important strength of the school. Teachers and learning assistants work in strong collaboration to support children in class and through small group interventions. This teamwork impacts positively on children's learning experiences and achievement. As staff

continue to lead on change, senior leaders should support staff to carefully evaluate the impact of improvements.

- Children develop their leadership skills well as they move through the school. Older children lead school improvement well in a range of committees. They recognise the important contribution they make to their school. For example, the pupil council led change to install new netball stands in the playground. Children in the rights respecting group have made swift progress to promote and celebrate children's rights. They help other children understand their rights during assemblies and in displays. All children in P7 devise and lead successfully a range of lunchtime clubs for younger children. Senior leaders and staff should now explore opportunities for children at the younger stages to lead on clubs and committees. This will further build leadership at all levels.
- The headteacher and all staff work in strong partnership with parents. Almost all parents believe that the school is well led and managed and are satisfied with the quality of teaching. There is a highly active Parent Council. The headteacher consults regularly with them on school improvement planning and on the use of Pupil Equity Funding (PEF). This helps parents to be clear about the rationale for change.
- All staff participate in worthwhile professional review meetings. Their professional learning drives forward improvement priorities and impacts positively on children's experiences. For example, staff's professional learning to improve approaches to writing is increasing children's motivation to write. Across the school, children talk positively about their enjoyment of writing lessons. Senior leaders recognise that a next step will be to measure carefully the impact of this work on children's attainment.
- The headteacher gathers effectively the views of parents, children and staff which she uses alongside a range of data to inform school improvement priorities. Staff discuss their progress towards meeting school priorities and use *How Good Is Our School?* (4th Edition) to identify strengths and areas for improvement. The child friendly display board helps children to understand the changes in their school. The headteacher consults regularly with the pupil council about the school improvement plan. They know what the school is trying to improve on.
- Over the last few years, staff have improved approaches to inclusion and meeting children's wellbeing and learning needs through school improvement planning. For example, last session staff worked on developing approaches to supporting children's understanding of diversity. The positive impact of this relevant work is evidenced clearly in the respectful way children discuss the differences in others. This session, staff plan to improve approaches to planning learning that links different areas of the curriculum. This priority is relevant in taking effective account of composite classes. Senior leaders and staff should ensure that there is time to embed and sustain the number of actions within this priority successfully.
- Senior leaders and staff consider carefully children who require additional support or maybe impacted by socio-economic factors. All staff have a clear understanding of the socio-economic context of the school. The headteacher uses PEF to provide interventions which support children's wellbeing. There is evidence that these interventions help children to overcome challenges and engage more in their learning. Last session, staff worked collaboratively with colleagues in cluster schools to develop an attendance strategy. As a result, attendance has improved across the school.

- Senior leaders have established effective approaches to monitor and evaluate the quality of learning and teaching. For example, senior leaders monitor children's attainment and progress, review children's written work and undertake lesson observations. Building on this, senior leaders should develop more strategic approaches to using information from quality assurance activities. This will support them to identify overall strengths and areas for improvement in learning, teaching and assessment.
- Senior leaders and staff are developing their understanding of how to analyse and record assessment data in anticipation of the forthcoming new local authority tracking tool. This should support staff's deeper understanding of national standards and help them to evidence clearly the progress of groups and individual children over time.

2.3 Learning, teaching and assessment

good

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements. The themes are:

- learning and engagement
- quality of teaching
- effective use of assessment
- planning, tracking and monitoring

- All children across the school benefit from a supportive and nurturing ethos underpinned by the school values and staff's strong focus on children's rights. Almost all children display confidence, kindness and respect to staff, visitors and each other. They are confident learners. Children, staff and families feel a strong sense of belonging and are proud to be part of the school community.
- All adults within the school support children well to actively contribute to the life and work of the school. Children take pride in their roles in committees such as the rights group, the pupil voice group and as buddies to support younger children. They speak clearly about the contributions they make and the impact they have in making everyone feel valued and included.
- Almost all children behave very well during lessons and throughout the day. All teachers organise bright and attractive learning spaces to support children's readiness to learn. Children access useful spaces such as the 'nurture nook' which help them focus, regulate and engage in learning. There is a very calm, purposeful learning ethos across the school.
- All teachers consider children's views and involve them in planning learning that links different areas of the curriculum. Children have choices in selecting topics. In most lessons, children experience worthwhile activities and are actively involved in their learning. In a few lessons, children experience high-quality activities which develop their higher order thinking skills and creativity well. Teachers should share this effective practice to develop this across the school. Children would benefit from further opportunities to lead their learning and apply their skills and knowledge in new and unfamiliar contexts.
- Teachers speak positively about the impact of a recent focus on writing pedagogy on children's engagement in writing. Moving forward, teachers should systematically monitor the impact of these approaches to ensure they are leading to sustained improvement in children's progress and attainment.
- Staff are at the early stages of developing play in the early years. Children benefit from a range of adult planned activities to support and develop their understanding and skills in literacy and numeracy. Teachers should consider how they can develop the classroom environment to support and extend opportunities for child-led play. Senior leaders and

teachers should now engage further with national practice guidance to consider further the balance of adult-led and child-led activities.

- Almost all teachers use digital technology successfully to enhance and extend children's learning. Almost all children access matrix codes using digital devices to develop and reinforce their numeracy and literacy skills through interactive games. In a few classes, children develop their skills in using online applications. For example, children create digital logos as part of their music lessons. Older children act responsibly as digital leaders to support the use of digital technology across the school. Teachers create relevant and engaging digital presentations to enhance learning and sustain children's focus and attention. As a next step, teachers should continue to ensure they build children's computing science skills progressively.
- In most lessons, teachers provide well planned activities which meet the needs and interests of most children. Almost all children work well independently, in pairs and small groups, and are motivated to do their best. Most teachers ensure that lessons have sufficient pace and challenge for children to extend and deepen their learning. A minority of lessons are overly teacher led. There is scope for teachers to further develop the opportunities for children to be fully involved and active in their learning. This should help to ensure that there is a consistency of high-quality learning experiences across all classes.
- In almost all lessons, teachers give clear explanations and instructions and share the purpose of learning with children. In the majority of lessons, teachers explain how children can be successful in their learning. In a minority of lessons, children help co-create the steps to successful learning. Children across the school would benefit from more regular opportunities to discuss how to be successful in their learning and make links to real life contexts. This has the potential to help them to develop their understanding of skills for learning, life and work.
- All teachers use questioning well to check for children's understanding and recall of learning. A few teachers use questioning very well to support higher order thinking and creativity. Senior leaders and staff should work together to further develop their approaches to questioning. Senior leaders and staff should agree the features of a high-quality lesson using the learning, teaching and assessment cycle to support a consistent approach.
- The majority of teachers use a range of formative assessment strategies to check for children's understanding and to identify next steps in learning. This is not yet consistent in all classes. There is variability in the quality of verbal and written feedback teachers give to children about their learning. Teachers should review approaches to formative assessment and feedback to support children to understand more fully how to progress in their learning.
- Almost all teachers use summative and diagnostic assessments to determine how well children progress in literacy and numeracy. Most teachers use this assessment information well to plan children's next steps in learning. Senior leaders and teachers should now consider ways to strengthen their approaches to assessment. Senior leaders should extend the current assessment calendar to outline the full range of assessment activities that staff should undertake.
- Staff are developing their approaches to moderation. Teachers work together well within class stages to validate their judgements of children's progress. They have engaged in useful moderation of writing with stage partners and colleagues in other schools. Teachers would

benefit from further opportunities to moderate standards of children's work across all aspects of literacy and numeracy.

- All teachers plan children's learning over different timescales using the experiences and outcomes of Curriculum for Excellence (CfE). They use local authority planners and a range of school learner pathways to support their planning. Staff, taking effective account of the composite class structure, identified the need to improve approaches to planning progressive learning combining different curricular areas. They are rightly taking steps to do this as part of their school improvement planning. Although at the early stages of development, this focus has led to children experiencing greater breadth across different curriculum areas, such as science.
- The headteacher meets with teachers three times a year to discuss teachers' planning and to review children's progress. During tracking meetings, the headteacher and staff should consider their assessment evidence in greater detail with reference to the national Benchmarks. This will support all staff to make more confident judgements about children's achievement of CfE levels. Staff use a range of tracking systems to record children's progress. As staff move to implement the new local authority tracking system, they should work together to agree consistent processes to record children's attainment. This will support staff to demonstrate more clearly the progress of individuals, groups and cohorts over time.
- The headteacher and all staff consider carefully the needs of children who require additional support with their learning or maybe impacted by socio-economic factors. They discuss and plan regularly specific interventions for children who need extra support. Staff have strong partnerships with cluster support teachers and outside agencies to support the delivery of these interventions which meet children's needs well. As a result, children are comfortable and confident that they will receive the support they need.

2.2 Curriculum: Learning pathways

- Most teachers make effective use of existing learner pathways in literacy, numeracy, expressive arts and digital literacy. There is variability in the use of the existing health and wellbeing learner pathways. As planned, senior leaders should continue to review and update existing learner pathways for other curricular areas.
- All children do not yet receive their entitlement to the 1+2 language curriculum. Teachers plan progressive learning from P1 to P7 in French. Children in P5 to P7 are beginning to learn Spanish, however this is not yet in place throughout the year.
- All children experience two hours each week of high-quality physical education. Partners deliver a range of worthwhile activities to extend children's opportunities to develop physical fitness, such as Gaelic football.
- A minority of children have access to high-quality outdoor learning. Teachers have begun to support each other in planning and delivering outdoor learning through sharing of lesson plans, ideas and resources. As planned, senior leaders, together with staff, should now consider ways to further develop a wider range of outdoor experiences. This should support all children to make better progress in their knowledge and understanding of the environment and apply their skills in a new context.
- All children benefit from a broad and balanced religious and moral education programme. They explore values and faiths such as Christianity and other world religions. Children engage in religious observance during assemblies, celebrations and at the local church.
- All children enjoy a wide range of books to read for pleasure through well-organised class libraries and the school library. Children have access to a range of books which celebrate diversity and deepen their understanding of inclusion.
- Children in P4 to P7 apply for their roles in committees by writing application forms which is helping them to understand the world of work.
- Children experience well-planned transitions when moving from stage to stage within the school. They meet their teacher prior to the new school session and share some of their interests. This helps children to feel more confident that their learning will be based on their interests. For example, children in P4/5 explained that they have an interest in robots which helped the teacher plan in advance for a novel study. Older children provide a range of helpful experiences, such as autumn learning walks, in their role as buddies for children entering into P1. This supports a smooth transition for younger children.

2.7 Partnerships: Impact on learners – parental engagement

- Almost all parents feel comfortable approaching the school with questions, suggestions or to discuss a concern. The headteacher consults parents on shaping school improvements and most parents feel that their views are listened to and acted upon. For example, after consultation with parents, the school uniform was changed to support families with the cost of the school day.
- Children benefit from very effective partnerships with parents. Parents provide a range of opportunities for children including leading well attended extra-curricular activities. Parents also played a lead role in enhancing the school grounds by fundraising for and creating a netball court.
- The Parent Council is highly supportive of the work of the school and has strong representation from parents across all stages. They work in partnership with the school staff to organise fundraising events throughout the year. The Parent Council supports the school to subsidise all trips and events. They have purchased digital devices for the school to support children's learning.
- Most parents agree that school staff provide them with advice on how to help their child with their learning at home. Staff plan regular opportunities for children to share their learning with their parents. These include spotlight assemblies and 'stay and learn' events throughout the year. A few parents would like to be more involved in understanding their child's next steps for their learning.

2.1 Safeguarding

- The school submitted self-evaluation information related to child protection and safeguarding. Inspectors discussed this information with relevant staff and, where appropriate, young people. In addition, inspectors examined a sample of safeguarding documentation. Areas for development have been agreed with the school and the education authority.

3.1 Ensuring wellbeing, equality and inclusion

good

This indicator focuses on the impact of the school's approach to wellbeing which underpins children and young people's ability to achieve success. It highlights the need for policies and practices to be well grounded in current legislation and a shared understanding of the value of every individual. A clear focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their successes and achievements. The themes are:

- wellbeing
- fulfilment of statutory duties
- inclusion and equality

- The headteacher and all staff place the wellbeing of children and their families at the heart of their work. All staff have a firm understanding of the factors that impact on children's wellbeing. They work together as a caring and nurturing team to meet children's wellbeing needs very well. Principal teachers, with the guidance of the headteacher, have led improvements to the school's approaches to supporting children's health and wellbeing successfully.
- Senior leaders recognise the importance of promoting wellbeing to staff and parents, as well as children. All staff feel valued members of the school community and that their views and opinions matter. All adults role model positive respectful relationships with each other, providing children with an emotionally secure environment. Almost all children feel that school staff help them to feel safe. They know they have a trusted adult to talk to if they are upset or worried.
- Across the school, children's behaviour is exemplary for their age and stage. They demonstrate maturity and responsibility. In classes, children's positive behaviour supports their learning well. When there is a need to help children stay focused, teachers and learning assistants manage this very well. There is little or no negative impact of dysregulated behaviour impacting on children's learning. Children independently manage their emotions by self-referring to the school 'nurture nook' or quiet classroom spaces, demonstrating their increasing understanding of their feelings.
- Most children know and understand the factors that contribute to positive wellbeing, which they reflect on regularly at assembly and in class. For example, older children have a firm understanding of the importance of a healthy diet. They discuss confidently the function of different nutrients and how these affect the body through different stages of life. Staff focus carefully on children who require extra help with their wellbeing by gathering valuable information about children's individual strengths and needs. Building on this, a next step for senior leaders is to gather a strategic overview of all children's wellbeing. This has the potential to help identify school-wide and class trends and support responsive planning of the health and wellbeing curriculum to address identified priorities.
- Almost all children have a secure understanding of their rights. Teachers ensure children have opportunities to explore the articles of the United Nations Convention on the Rights of the Child within different learning contexts. For example, each class displays their class charter linked to

a different artistic style. In another example, following a visit from 'Buzzy McRight', the school mascot, children wrote poems about their right to be heard. This deepens children's understanding of how their rights impact on their learning and everyday lives.

- Almost all children participate in a wide range of clubs at lunchtime and after school. Children in P7 support the wellbeing of others by offering a range of lunchtime clubs, such as dance. Parents support children's wellbeing by delivering different activities, for example, netball and cross country. Almost all children understand the link between physical health and overall positive wellbeing.
- All staff are fully aware of their statutory duties regarding child protection and safeguarding. They participate in regular training and act promptly to alert senior leaders to safeguarding concerns. They provide bespoke packages of support for children who are vulnerable, or care experienced. Staff monitor children's attendance closely. Their approaches to improve children's attendance is supporting children's wellbeing and engagement.
- Staff have robust processes to identify and provide help to children who require additional support with their wellbeing or learning. Staff know children well and care deeply about them as individuals and learners. Staff received useful professional learning to help them create specific, measurable targets for children which focus on improving outcomes. Senior leaders work closely with children and their parents to capture their views when creating and reviewing children's targets. Learning assistants work in strong partnership with teachers to provide targeted support. The majority of children who require additional support make good progress towards meeting their individual targets. Senior leaders use PEF to provide additional staffing to support children's wellbeing. This helps children overcome barriers to learning. Senior leaders should continue to evaluate the impact of interventions on children's progress and attainment. This will help them to identify what interventions make the biggest difference for children.
- The school submitted information relating to compliance with the revised Nutritional Regulations 2020 and key duties as required by The Schools (Health Promotion and Nutrition) (Scotland) Act 2007. The Health and Nutrition Inspector (HNI) discussed this information with relevant staff and children. In addition, the HNI examined documentation relating to the effectiveness of whole school approaches to improving the health and wellbeing of children through food in school. Minor areas for improvement have been agreed with the school and the school meals provider.
- Staff use school-based planning formats to ensure children experience a range of activities to develop their social, emotional, physical and mental health. They further enhance the health and wellbeing curriculum through an annual health week. As planned, staff should continue with their implementation of the local authority health and wellbeing progression pathways. This has the potential to ensure children learn progressively across all aspects of the health and wellbeing curriculum.
- Senior leaders and staff work closely with outside agencies and partners to plan tailored support for children and families. They provide effective interventions, such as counselling services, and signpost children and families to appropriate services that support emotional and mental health needs. For example, children in P7 attended a mental health online seminar which is helping them to manage their own mental and emotional health. Staff sensitively

support children through periods of change and loss. These approaches support children to have a deeper understanding of the strategies they can use to help them feel better.

- Across the school, there is a strong sense of inclusion and equality. This is evident in interactions between staff and children, staff and parents and in peer relationships. Children have a firm understanding of diversity which they celebrate and promote. For example, children enjoy an Eid celebration and explore different cultures through tasting foods from countries far afield. Children develop well their understanding of different faiths through the religious and moral education programme. Children are confident about the steps they would take to tackle discrimination. Staff should, as planned, continue to explore opportunities to further extend children's understanding of diversity as they develop the curriculum.

3.2 Raising attainment and achievement

good

This indicator focuses on the school's success in achieving the best possible outcomes for all learners. Success is measured in attainment across all areas of the curriculum and through the school's ability to demonstrate learners' achievements in relation to skills and attributes. Continuous improvement or sustained high standards over time is a key feature of this indicator. The themes are:

- attainment in literacy and numeracy
- attainment over time
- overall quality of learners' achievement
- equity for all learners

- At early level, most children achieve nationally expected CfE levels in literacy and numeracy. A majority of children at first and second levels achieve nationally expected CfE levels in reading, writing and numeracy. Most children at first and second levels achieve national standards in listening and talking. At all stages, a few children exceed nationally expected CfE levels in aspects of literacy and numeracy.
- Across the school, a high percentage of children require additional support with their learning. The majority make good progress towards their individual targets. Most children who have English as an additional language make good progress in their learning.

Attainment in literacy and English

- Overall, children make good progress in literacy and English.

Listening and talking

- Across the school, most children demonstrate effective listening and talking skills regularly when working in groups in class. At early level, most children answer questions successfully to demonstrate their understanding of simple texts. At first level, most children recognise confidently the features of effective oral presentations such as eye contact, tone and expression. At second level, most children build on the ideas of others well during group discussions. Children at second level have opportunities to listen to, or watch spoken texts and to note-take. They would benefit from more opportunities to engage in debates about the content of some of the news bulletins they watch.

Reading

- At early level, most children sequence the order of a simple story correctly. They use their knowledge of sight vocabulary well to read a few common words. At first level, the majority of children read aloud fluently using their knowledge of letter sounds to decode unfamiliar words. Children recognise the difference between fiction and non-fiction texts but are less confident discussing features of non-fiction texts such as context and index. At second level, the majority of children use strategies such as skimming and scanning effectively to locate information and support their understanding of texts. They use digital technology well to research information and recognise the importance of using valid online sources. Children at first and second levels would benefit from further study of the features of non-fiction texts.

Writing

- At early level, most children form lowercase letters correctly. They should continue to have regular opportunities to write freely through imaginative and real-life contexts. Children at first and second levels have increasing opportunities to apply their writing skills across the curriculum. The majority of children at first level have a clear understanding of story structure. They create a plot by giving a character in their story a dilemma. At second level, most children use punctuation accurately within their writing but are less confident using an increasingly complex range of connectives. They use features of language such as metaphors, similes and alliteration well to add interest in suspense stories.

Numeracy and mathematics

- Overall, children make good progress in numeracy and mathematics.

Number, money and measure

- At early level, most children identify and write confidently numbers to 20. They add and subtract mentally within ten. They would benefit from practice in identifying o'clock times on analogue and digital clocks. At first level, the majority of children subtract accurately multiples of ten and 100. They solve addition and subtraction calculations successfully involving three-digit numbers. They are less confident in using the correct notation for fractions. At second level, the majority of children round decimals correctly to the nearest whole number. They use their knowledge of numbers accurately to solve a variety of multi-step problems. They require further practice in identifying equivalent fractions.

Shape, position and movement

- At early level, most children recognise and describe confidently common two-dimensional (2D) shapes. They need more support to develop further their understanding of three-dimensional (3D) objects. The majority of children at first level identify correctly right angles in shapes. They know that these measure 90 degrees. A minority of children need practice to further develop their understanding of the properties of common 2D shapes and 3D objects. At second level, a majority of children describe effectively the properties of 2D shapes and 3D objects. They identify accurately a range of angles. They are not yet confident in identifying the radius or diameter of a circle.

Information handling

- At early level, most children collect and organise objects into groups well, using their knowledge of colour, shape and size. At first level, most children understand a range of graphs and diagrams, extracting key information to answer accurately a range of questions. At second level, the majority of children display data well in bar graphs. They analyse and interpret this information confidently to make sense of patterns and trends. At all stages, children would benefit from further opportunities to use digital technology and apply their information handling skills in real-life contexts.

Attainment over time

- Children's attendance is 95% which is above the national average. All staff take responsibility for monitoring children's attendance. There are no children on a part-time timetable. A few children have attendance of less than 90%. The headteacher tracks their attendance vigilantly, carrying out regular wellbeing assessments to identify potential barriers to children attending school. The approaches taken by staff over the last few years have impacted positively on the attendance of identified children.

- Staff use a number of tracking tools to record children's attainment. Senior leaders recognise the need to agree with staff consistent approaches to the recording of children's attainment and progress. This should support them to evidence accurately attainment over time for groups and cohorts of children. Senior leaders and staff should develop and embed the use of the new local authority tracking tool to support this work.
- Staff gather a range of assessment evidence to make decisions about children's progress in literacy and numeracy. Staff would benefit from further use of the national Benchmarks and moderation activities when reviewing assessment evidence. Senior leaders should continue to support staff to become more confident in their professional judgements of attainment in literacy and numeracy.

Overall quality of learners' achievements

- Staff recognise and celebrate effectively children's wider achievements in and out of school. Children are proud to have their achievements celebrated in class and during assemblies. Senior leaders, staff, parents and children have worked together very well to provide a range of lunchtime and after school clubs. Children develop a wide range of skills through the variety of clubs on offer. Senior leaders track children's participation robustly in these extra-curricular activities. They identify and target children who may be at risk of missing out on opportunities and enhance the range of experiences. This has led to almost all children across the school participating in a club at lunchtime or after school. This is an important strength of the school. Staff are well placed to begin tracking the skills children develop through their achievements.
- All children in P4 to P7 have opportunities to participate in school committees which helps them to develop their leadership and teamworking skills. For example, the digital leaders manage digital equipment and support others to develop their skills. Children display their teamworking skills and resilience by competing in a number of different sporting competitions such as Gaelic football. At P7, children attend an outdoor residential experience where they develop skills such as teamwork, cooperation and problem-solving.
- Children contribute well to their local community, acting as responsible citizens. For example, they volunteer in conservation projects and younger children visit a local care home. Children in the choir speak positively about their performances at school and in the community. Children are becoming confident individuals through these experiences which help them to understand the difference they can make to the lives of others.

Equity for all learners

- Senior leaders work closely with the Parent Council to remove barriers linked to socio-economic disadvantage for children and families. This includes subsidising heavily all trips and events for children at all stages. Staff ensure all children benefit from the full range of opportunities offered by the school.
- Senior leaders use PEF to provide appropriate universal support across the school. They also support individual children by enhancing staffing and purchasing resources. Staff have accelerated the attainment in writing and numeracy successfully for a few children, and for a minority in reading and listening and talking. Senior leaders should ensure they evaluate more robustly the impact of all PEF interventions, to identify which are the most successful in accelerating progress and closing attainment gaps.

Explanation of terms of quantity

The following standard HMIE terms of quantity are used in this report:

All	100%
Almost all	91%-99%
Most	75%-90%
Majority	50%-74%
Minority/less than half	15%-49%
A few	less than 15%

Other quantitative terms used in this report are to be understood as in common English usage.

On behalf of His Majesty's Chief Inspector of Education in Scotland.